

APCE 558: Diagnosis and Treatment Planning

Course Syllabus – Spring 2024

Instructor: Kenneth Parnell, Ph.D., L.P.

Credit Hours: Three (3) semester hours

Class : F/S/SU

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Graduate Assistant:

Course Description: Content for this course includes an introduction to causes, symptoms, characteristics, and classifications of abnormal behavior. Students will be introduced to diagnostic criteria, according to the DSM, for mental and emotional disorders. Students will also discuss the prevention and treatment of various mental and emotional disorders. They will understand the impact of crisis, trauma, and culture on diagnosis and the assessment of mental disorders.

Instructor Qualifications: Dr. Kenneth Parnell earned his Ph.D. in Counseling Psychology from the University of Nebraska and a MS in Couple and Family Therapy from the University of Maryland. His research interests and areas of specialization include intimate relationships, help-seeking, and therapy process and outcome.

Methods of Instruction: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures, discussions, videos/DVDs, and group processing of cases, and presentations). This course is intended to be comprehensive and therefore will be intense and fast-paced. Students are informed of deadlines in advance and are expected to adhere to them. Advanced reading assignments must be completed to participate effectively.

Course Content/Objectives: The purpose of this course is to provide students with a foundation of the knowledge and the skills required to diagnose mental disorders and to develop appropriate treatment plans. Students will gain knowledge and develop skills focused on assessment and intervention. The course includes the following objectives:

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in assessment
7. Communicate orally and in written documents the findings and implications of clinical interviews and assessments in an accurate and effective manner sensitive to a range of audiences.

CACREP KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a). *This standard is met through the Diagnostic Assessment, Treatment Plan, and Disorder Domain Presentation assignments.*
2. Understand theories of normal and abnormal personality development (CACREP Standard: 2.F.3.c). *This standard is met through the Diagnostic Assessment, readings, Treatment Plan, and Disorder Domain Presentation assignments.*
3. Theories of etiology of addictions and addictive behaviors (CACREP Standard: 2.F.3.d) *This standard is met through the Diagnostic Assessment assignments, case studies, readings, quizzes, and domain presentation.*
4. Biological neurological, and physiological factors that affect human development, functioning and behavior (CACREP Standard: 2.F.3.e). *This standard is met through case studies, lectures, and domain presentations.*
5. Systemic and environmental factors that affect human development. Functioning, and behavior (CACREP Standard: 2.F.3.f) *This standard is met through the Diagnostic Assessment and Treatment Plan assignments.*
6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) *This standard is met through readings, lecture, and the Diagnostic Assessment assignments.*
7. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP Standard: 2.F.3.h). *This standard is met through the Diagnostic Assessment, Treatment Plan, and Disorder Domain Presentation assignments.*
8. Roles and settings of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.a). *This standard is met through the Diagnostic Assessment assignments and exam.*
9. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC Standard: 5.C.2.b). *This standard is met through the Treatment Plan and Disorder Domain Presentation assignments.*
10. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP CMHC Standard: 5.C.2.c). *This standard is met through the Treatment Plan and Disorder Domain Presentation assignments.*
11. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the Internal Classification of Diseases (ICD) (CACREP CMHC Standard: 5.C.2.d). *This standard is met through the Treatment Plan and Disorder Domain Presentation assignments.*
12. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP CMHC Standard: 5.C.2.e). *This standard is met the Diagnostic Assessment assignments, quizzes, and domain presentations.*
13. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC Standard: 5.C.2.f). *This standard is met the Diagnostic Assessment, Treatment Plan, quizzes, and Disorder Domain Presentation assignments.*
14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC Standard: 5.C.2.h). *This standard is met course lectures, case discussions, and domain presentations.*
15. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC Standard: 5.C.3.a). *This standard is met through the Diagnostic Assessment, Treatment Plan, and Disorder Domain Presentation assignments.*

Required Texts (there are 3 texts required for this course):

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders 5 Text Revision*. (DSM-5-TR)
2. Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. (6th ed.). New York: Wiley.
3. Barlow, D. H. (Ed.). (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. Guilford publications. (6th ed.). Available online through UNCO library. **DON'T DOWNLOAD ONLY READ ONLINE OR OTHERS WON'T BE ABLE TO READ IT. This is a resource but you cannot count on this always being available (someone outside of class could download it).**

Several journal articles will also serve as required readings in addition to the texts. These specific articles are noted below both in the Course Schedule and Reference List. Articles may be updated periodically. You will be responsible for securing these readings from the UNC Library online system when they are not on Canvas.

Recommended Texts:

1. Dattilio, F. M., & Jongsma, A. E. (2014). *The family therapy treatment planner* (2nd ed.). New York: Wiley.
2. Jongsma, A.E., Peterson, L.M., McInnis, W.P., & Bruce, T.J. (2014). *The adolescent psychotherapy treatment planner*. (5th ed.). New York: Wiley.
3. David H. Barlow; V. Mark Durand; Stefan G. Hofmann (2018). *Abnormal psychology: An integrative approach* (8th Ed.). Boston, MA: Cengage Learning. 978-1-305-95044-3
4. Hayes, S. C., & Hofmann, S. G. (Eds.). (2020). *Beyond the DSM: Toward a process-based alternative for diagnosis and mental health treatment*. New Harbinger Publications.
5. Russo, J., Coker, J. K., & King, J. H. (Eds.). (2017). *DSM-5® and family systems*. Springer Publishing Company.

Course Requirements and Assignments: Unless indicated otherwise, **please submit all assignments electronically to Canvas**. Assignments are **due midnight** on the respective due dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for **each day** that it is late. Exceptions will be made only in cases of documented family or personal emergencies.

1) Class attendance and Participation (25 points): Attendance is mandatory. Because of the interactive format missing more than four hours of class (consecutive or cumulative) will automatically result in reduction of one letter grade and/or may result in an incomplete or failing grade. Please be present when class starts and ends (and for all that happens in between). Repeated tardiness will result in a total course grade reduction of at least one letter grade. Please read the assigned readings **prior** to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day. Students are responsible for all of the material in the assigned readings, as not everything in the readings can be discussed during class time. Effective participation is an important aspect of this course. Students are expected to, be prepared for class, engage in class discussion, respond to instructor questions/inquiries, engage with group activities, and respond to peers in an appropriate and effective manner, and work effectively with their groups. Students will be graded on 1) Active Participation, 2) Relevance of participation to topic under discussion, 3) Evidence of level of preparation, 4) Listening/Cooperation, 5) Effectively worked with peers during group activities (as assessed by group members), 6) Appears prepared for class.

2) Quizzes (10-20 points each): Students are to complete quizzes for each designated diagnosis area covered in class (see the class schedule). Content for the quizzes may come from both the course readings and the lecture material. However quizzes will primarily focus on DSM readings. These are intended to facilitate your learning

of the DSM. Quizzes will be available in Canvas at the beginning of the course and each must be completed by **the last day of class**. Students may use the DSM during quizzes. The use of any other resource is prohibited. Once you begin a quiz you should complete it in one sitting. I cannot guarantee your place will be saved if you leave part way through. These quizzes have been vetted and I'm satisfied with the correct answers. If you get an item incorrect, I suggest you go back and carefully study the wording of the question and the DSM. One answer will be the most correct. It is unlikely that I will change the answer and I prefer you carefully study the matter out, ask a peer, then come to me about an item **ONLY** after you have done the prior steps. Your lowest quiz score will be dropped.

3) Diagnostic Assessment and Treatment Plan Assignments: You will be given two case studies during the course for which you will be asked to write up a Diagnostic Assessment and Treatment Plan (DA/TP) for each case. Detailed instructions for writing these will be provided to you in class during its corresponding lecture. **Please note:** Incomplete submissions will not be accepted and will be considered late until they are completed. Writing matters. Grammar, typos, and run on sentences will negatively impact your grade on these assignments. *AI software such as ChatGPT is not permitted for class assignments and will result in a failing grade.*

• **DA/TP 1 (20 points):** To be completed in pairs. Only one copy for each pair needs to be turned in. Use last names and assignment type when saving the Doc. **"Martinez, Owens, DA TP 1."** Also, be sure to put your name at the top of your assignment as well!

• **DA/TP 2 (20 points):** To be completed in pairs. For the second DA/TP you will be expected to demonstrate increased understanding and the ability to incorporate feedback from the first DA/TP when applicable.

4) Mental Health Disorder Domain Presentation (50 points):

- In groups of three or four (depending on class size), you and your partners will provide an in-depth presentation on a particular mental health disorder domain. Try to make the presentation engaging, less lecture, more discussion.
- Each presentation should cover all (and maybe more than) of the following areas:
 - Diagnostic criteria for each disorder (in several instances, briefer overviews are strongly encouraged)
 - Possible etiology and common causal/risk factors
 - Issues related to proper assessment (e.g., how diagnoses are determined, psychometric instrumentation)
 - Issues regarding co-occurrence
 - Common differential diagnoses within the domain and other disorders
 - Issues related to domain disorder occurrence among various diverse groups
 - Accepted treatments (evidence-based vs. otherwise)
 - Current critical and relevant research: What have we been trying to do and where are we headed? What are the current trends?
 - Any other salient issues specific to the domain/disorders not directly requested above
 - There are libraries full of books on these topics. We can't possibly cover everything. Please **focus on the most salient information**. You do not need to read everything you put on your slides. Convey the important points, trust us to read the rest on the slide. Some sections in the DSM are far longer than others. If you have questions about how to cover all the info please contact Dr. Parnell.
- Available presentation topics will be offered by the instructor in class. Group sizes will depend on class enrollment. Possible Topics include:
 - *Personality Disorders Cluster A*
 - *Personality Disorders Cluster B*
 - *Schizophrenia Spectrum Disorders*

- *Feeding and Eating Disorders*

- Presentations will occur on the dates as provided in the Course Schedule (see below). Please consult those pre-assigned dates in advance of selecting your presentation topic.
- Presentations should be approximately 45 minutes in length. Please be aware of time. I will need to cut off presentations that run too long. You are welcome to incorporate multimedia into your presentations. Be wise in selecting media. Any depictions from films should be accurate portrayals.
- Please include a minimum of six legitimate sources other than the DSM to support your presentation—at least three of which must be scientific journal articles. Please see additional details at the end of the syllabus.
- You are to upload your presentation slides (in PPT, but you may present via Prezi) in Canvas **before the start of class when you are presenting**. The instructor then will load your slides onto Canvas for the entire class to access in time. If you use google slides you will still need to download the slides and send them to me. Sending a link will not be sufficient.
- Presentations will be graded on (a) depth, accuracy, and appropriateness of information provided; (b) degree of clarity with which the information is disseminated/communicated to the audience; and (c) your actual presentation style.
 - Group members will evaluate each other’s contributions (only Dr. P will see these).

5) **Final Exam (50 points; Last day of class):** The cumulative final exam will consist of elements of a DA/TP assignment and is to be completed IN CLASS on the last day. Further information will be provided in class.

Points Available:

Participation Points	25
Mental Health Disorder Domain Presentation	50
Diagnostic Assessment and Treatment Plan Assignments	40
Final	50
Quizzes	100 +/-
Total	265 +/-

Grading Scale:

A	93% to 100%	C-	70% to 72%
A-	90% to 92%	D+	67% to 69%
B+	87% to 89%	D	63% to 66%
B	83% to 86%	D-	60% to 62%
B-	80% to 82%	F	Below 60%
C+	77% to 79%	C-	70% to 72%
C	73% to 76%	D+	67% to 69%

Date	Topics	Books and Chapters	Meetings & Due Dates
1 st Fri	<ul style="list-style-type: none"> • Introduction to Psychopathology • Introduction to Biopsychosocial Approaches • Introduction to Diagnostic Assessment • Treatment Planning • Ethical/Multicultural Issues • Depressive Disorders 	DSM: introduction; <i>review</i> Section 3 Emerging Measures and Models Hays, McLeod, & Prosek, 2009 Kress, Hoffman, & Eriksen, 2010 Schwartz & Feisthamel, 2009 Barlow Ch 7 Cognitive therapy for depression	
1 st Sat	<ul style="list-style-type: none"> • Bipolar & Related Disorders • Suicide Risk Assessment • Neurodevelopmental Disorders 	DSM Introduction to your Jongsma text Barlow Ch 12 Bipolar Madubata et al 2018 Botha et al., 2022 Zeiden et al., 2022	
1 st Sun	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive Compulsive & Related Disorders 	DSM Granello, 2010 Stanley & Brown, 2012 Barlow Ch 4: Obsessive-Compulsive Disorder Barlow Ch 5: GAD Recommended: Barlow Ch 3: SAD	Work on presentation in class time DATP 1 due 1st Tues midnight DATP 2 due 2nd Tues midnight
2 nd Fri	<ul style="list-style-type: none"> • Sexual Disorders • Disruptive, Impulse-Control and Conduct Disorders • Sleep/<i>Wake Disorders</i> 	DSM Hogue et al 2019 Barlow Ch 16 Treatment of Sleep Disorder	
2 nd Sat	<ul style="list-style-type: none"> • Trauma- and Stressor Related- Disorders • <i>Personality Disorders Cluster A</i> • <i>Personality Disorders Cluster B</i> 	DSM Smith Lee & Robinson 2019 Chioneso et al., 2020 Barlow Ch 2: Posttraumatic Stress Disorder Barlow Ch 10 Borderline Personality Disorder Recommended: O'Donnell, Begg, Lipson, & Elvander, 2011	
2 nd Sun	<ul style="list-style-type: none"> • <i>Schizophrenia Spectrum Disorders</i> • <i>Feeding and Eating Disorders</i> 	DSM Barlow Ch 13: Schizophrenia and Other	All quizzes need to be done by Last day of class midnight

		Psychotic Disorders DSM Miller et al., 2014	Final in class
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***DSM readings include all sections on the assigned topics**

Additional Required Readings:

- Botha, M., Dibb, B. & Frost, D.B. (2022) "Autism is me": an investigation of how autistic individuals make sense of autism and stigma, *Disability & Society*, 37:3, 427-453, DOI: [10.1080/09687599.2020.1822782](https://doi.org/10.1080/09687599.2020.1822782)
- Byers, E. S., Olthuis, J. V., O'Sullivan, L. F., & Connell, E. M. (2023). Anxiety Sensitivity in the Sexual Context: Links between Sexual Anxiety Sensitivity and Sexual Well-Being. *Journal of Sex & Marital Therapy*, 49(5), 550-562.
- Chioneso, N. A., Hunter, C. D., Gobin, R. L., McNeil Smith, S., Mendenhall, R., & Neville, H. A. (2020). Community Healing and Resistance Through Storytelling: A Framework to Address Racial Trauma in Africana Communities. *Journal of Black Psychology*, 46(2-3), 95-121. <https://doi.org/10.1177/0095798420929468>
- Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development*, 88, 363-370.
- Hale, A. C., Rodriguez, J. L., Wright, T. P., Driesenga, S. A., & Spates, C. R. (2018). Predictors of change in cognitive processing therapy for veterans in a residential PTSD treatment program. *Journal of Clinical Psychology*. Advance online publication. <http://dx.doi.org/10.1002/jclp.22711>
- Hays, D. G., McLeod, A. L., & Prosek, E. (2009). Diagnostic variance among counselors and counselor trainees. *Measurement and Evaluation in Counseling and Development*, 42(1), 3-14.
- Hogue, J. V., Rosen, N. O., Bockaj, A., Impett, E. A., & Muise, A. (2019). Sexual communal motivation in couples coping with low sexual interest/arousal: Associations with sexual well-being and sexual goals. *PloS one*, 14(7)
- Kress, V. E., Hoffman, R. M., & Eriksen, K. (2010). Ethical dimensions of diagnosing: Considerations for clinical mental health counselors. *Counseling and Values*, 55(1), 101-112.
- Madubata, I. J., Odafe, M. O., Talavera, D. C., Hong, J. H., & Walker, R. L. (2018). Helplessness Mediates Racial Discrimination and Depression for African American Young Adults. *Journal of Black Psychology*, 44(7), 626-643.
- Miklowitz, D. J., & Chung, B. (2016). Family-focused therapy for bipolar disorder: Reflections on 30 years of research. *Family process*, 55(3), 483-499.
- Miller, A., Schmidt, U., Angermeyer, M.C., Chauhan, D., Murthy, V., Toumi, M., & Cadi-Soussi, N. (2014). Humanistic burden in schizophrenia: A literature review. *Journal of Psychiatric Research*, 54, 85-93.
- O'Donnell, L., Begg, L., Lipson, L., & Elvander, E. (2011). Trauma spectrum disorders: Emerging perspectives on the impact of military and veteran families. *Journal of Loss and Trauma*, 16, 284- 290.
- Schwartz, R.C., & Feisthamel, K.P. (2009). Disproportionate diagnosis of mental disorders among African American versus European American clients: Implications for counseling theory, research, and practice. *Journal of Counseling & Development*, 87, 295-301.
- Smith Lee, J. R., & Robinson, M. A. (2019). "That's My Number One Fear in Life. It's the Police": Examining Young Black Men's Exposures to Trauma and Loss Resulting From Police Violence and Police Killings. *Journal of Black Psychology*, 45(3), 143-184. <https://doi.org/10.1177/0095798419865152>

Stanley, B., & Brown, G.K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice, 19*, 256-264.

Zeidan, J., Fombonne, E., Scolah, J., Ibrahim, A., Durkin, M. S., Saxena, S., ... & Elsabbagh, M. (2022). Global prevalence of autism: A systematic review update. *Autism research, 15*(5), 778-790.

****MAKE SURE TO SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS****

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity: You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling

- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.
Equity and Inclusion Statement

Inclusivity/Diversity Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

Please note: In accordance with the student handbook, the "Professional Counseling program faculty members systematically review the progress of each student each semester." You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies: UNC's policies and recommendations for academic misconduct will be followed.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

The Use of Computers and Tablets: Students are encouraged to bring laptops and tablets to class for the use of class-related activities. The use of devices for non-class related activities is prohibited.

Resources for Doman Presentations

“There is not much research on this topic” is generally not an accurate statement. More often it is a reflection of inadequate search methods (of course there is more research on say depression than pica). There are several APA journals devoted to the content of this course. Through UNC library you should have access to most if not all of these journals. You can browse these journals at: <https://www.apa.org/pubs/journals>. Another helpful tool is Google Scholar, though you need to make sure the publication is reputable. Focus your literature review on the past 10 years. Research older than that is often outdated. Keep in mind that the DSM 5 was released in 2013 and research older than that may no longer apply as closely to your domain criteria.

Examples of reputable scholarly journals to search:

Journal of Abnormal Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Clinical Psychology
Journal of School Psychology
Personality Disorders: Theory, Research, And Treatment
Psychological Assessment
Psychology Of Addictive Behaviors
Psychotherapy
Neuropsychology
Clinical Practice In Pediatric Psychology
Sexual Medicine
Journal of Sex Research
Journal of Sex and Marital Therapy

Details on Domain Topic Presentations:

Feeding and Eating Disorders: Presentation should focus largely on Eating Disorders. Very little, if any, attention should be given to the feeding disorders (such as Pica).

Personality Disorders: online access through UNCO for *Handbook of Personality Disorders: Theory, Research, and Treatment* (Livesley & Larstone, 2018) may be a useful reference. Read it online – don't download it or others won't be able to access it.